

**Kapi‘olani Community College**  
**Peer Evaluation Procedures--Non-Teaching Responsibilities**  
Adopted: September 2002; timeline adjusted October 2003; revised April 2004; revised  
December 2005

Non-teaching peer evaluations will be done in the **spring** semester for faculty members in BOR positions (50%-100%) who have not been tenured or promoted. A department chair may also request non-teaching peer evaluations of faculty members in BOR positions who are in non-tenurable positions and who have been promoted but not reviewed for five years.

**Guidelines**

1. The peer evaluation of non-teaching responsibilities shall cover the previous **fall** and current **spring** semesters—**one academic year**.
2. It shall assess the faculty member’s contributions in non-teaching areas to his or her unit, department, and discipline, as well as to the mission, goals, emphases, and initiatives of the college.
3. The assessment shall be based on the department’s and discipline’s standards of performance of non-teaching duties, and take into account the faculty member’s length of service, rank, and FTE (50%-100%).

Before doing the assessment, the faculty member and the evaluator should be familiar with the following:

1. The college's strategic plan
2. The mission, goals, and objectives of the faculty member's unit, department and discipline (if available)
3. The college's cross-curricular emphases and initiatives

The **fall-spring** information gathered for this peer evaluation will fit into **the faculty member’s** next contract renewal dossier.

**Step 1—Gathering Information:** The faculty member being evaluated shall provide the peer evaluator with a list and brief descriptions of contributions in the following areas of non-teaching responsibilities: Institutional Service, Professional Development, Professional Activities, and Public Service. (See definitions below.)

**Step 2—Memo from Peer Evaluator to the Faculty Member:** If the information provided does not sufficiently detail the faculty member’s contributions to the activities or committees listed, the evaluator shall consult with the faculty member or with the relevant coordinator(s) and/or committee chair(s) for more information. The evaluator shall then write a memo to the faculty member **assessing** the faculty member's performance of non-teaching duties. If the performance is deemed not satisfactory, the evaluator shall provide the faculty member with suggestions on how to improve his or her performance.

**Step 3—Memo from the Faculty Member to Peer Evaluator (Optional):** After discussing the memo with the evaluator, the faculty member may wish to respond to the evaluator’s memo.

**Step 4—Submitting the Memo(s) to Department Chair:** The evaluator’s memo and the faculty member’s response, if there is one, shall be submitted to the department chair. In the fall semester, the faculty member shall include the peer evaluation among the appendices of his or her contract renewal dossier.

## Definitions of the Four Areas of Non-Teaching Responsibilities

### **1. Institutional Service**

Institutional service refers to any service you performed for Kapi'olani Community College or the University of Hawai'i system. Institutional Service includes, but is not limited to, the activities listed below:

- Contributing constructively to college-wide, department and discipline projects
- Evaluating peers, as assigned by department chair
- Participating in programs that support student success such as faculty advising, pre-transfer advising, learning communities, summer bridge programs, outreach to high schools, advising student clubs, and First Year Experience (FYE) activities, such as Access to College Excellence
- Making presentations or conducting workshops in your area of expertise for other faculty and staff
- Serving as advisor to a student club or organization or providing opportunities for other kinds of extracurricular activities
- Serving on committees for institutional assessment and accreditation
- Serving on a departmental or Faculty Senate committee
- Serving as committee chair
- Serving as a program, discipline, or special project coordinator
- Developing new programs
- Writing grants

### **2. Professional Development**

Professional Development refers to activities aimed at increasing your knowledge in your discipline(s) as well as acquiring new strategies, techniques and skills to maintain or improve student learning or academic support. Professional development activities may include, but are not limited to, the following:

- Readings or research in your discipline or in teaching methodology and engaging in professional discussion with colleagues
- Attending workshops, seminars, conferences, and institutes in your discipline or on ways to improve your teaching or your academic support service
- Taking credit or non-credit courses in your discipline or on ways to improve your teaching or your academic support service
- Acquiring a degree related to your discipline or to college teaching or academic support

### **3. Professional Activities**

Professional activities refer to applications and practice of your professional expertise, including scholarly endeavors. These activities highlight your achievements or status as a professional. Professional activities may be compensated, within the limits of college regulations of outside employment (8 hours per week of compensated work, excluding weekends). Professional development activities may include, but are not limited to, the following:

- Research, writing and publishing articles, reviews, or books in your discipline
- Research, writing and delivering papers at professional conferences
- Reviewing textbooks and materials for publishers
- Producing and publishing, performing, or displaying creative work in disciplines such as art, music, drama, and literary writing
- Conducting institutional and/or pedagogical research
- Developing new instructional or academic support methods, procedures, or techniques
- Providing service or expertise to government agencies, individuals, community groups or organizations, or the general public
- Mentoring new or junior faculty

#### **4. Public Service**

Public service refers to uncompensated service related to your professional status. This service can occur off campus or on campus when the activities are open to the public. These activities should involve your expertise or status as a professional. Public service may include, but are not limited to, the following:

- Providing leadership (on boards or as an officer) or service (e.g. editing a newsletter) in professional organizations
- Coordinating events or conferences related to your field
- Disseminating information related to your field through public workshops
- Providing expertise pro bono to government agencies, community groups and organizations, the general public, or individuals (e.g. judging contests)
- Providing expertise in your field to educators at other levels of education and other institutions